

A lecture's worth a thousand pictures

Photographic enthusiasts can participate in the second Fall Photo Festival presented by Images Alberta Camera Club of Edmonton, on Saturday, October 27 at the Convention Inn South. From 8:15 am to 4:00 pm, registered delegates will hear ten Alberta photographers discuss everything from the elements of design and of colour to photography of very small objects.

Among the speakers will be Dr. Stanley Greenhill of Edmonton, with an illustrated lecture on "Photo Travel" based on his extensive amateur photography while in southeast Asia for the World Health Organization.

"Architectural Photography" will be discussed in simple terms by Mr. Cam Huth, a professional

engineer as well as professional photographer in Edmonton.

"Creative Photography" will be explored by the experienced photography teacher Ms. Theresa Lodoen of Medicine Hat, a pupil of top Canadian photographers Freeman Patterson and Sherman Hines.

Dr. Brian Lentle, an award-winning amateur Edmonton photographer, will analyze "Mood and Colour" from film and filters to the emotional influence of colours on mood.

Edmonton artist and designer, Ms. Ilda Lubane will discuss "Art in Photography" and the elements of line, tonal values and texture applied to making fine photographs.

Mr. Bruce Scheuermann who studied under Ansel Adams and at the Brooks Institute of Photography, will present a useful analysis of "Landscape Photography" in black-and-white and colour.

"Close-Up Macro-photography" features Ed MacQuarrie examining small objects and the special techniques needed to succeed in capturing the close-up.

The keynote speaker completes the day: Albert Karvonen, winner of the Alberta Film Festival award in 1976 for best nature and wildlife films, will show three films he produced. They are *Boreal Forest*, *The Ramparts* and *The Osprey and the Loon*. Mr. Karvonen brings 23 years as a teacher to his nearly full-time devotion to producing educational media related to wildlife and conservation, taking time out to present Audubon Wildlife Films and to address our seminar.

For more information, contact Max Wilke at 476-2201, or Helen McArthur at 482-6688. Fees for the day are \$30 and can be paid at the door.

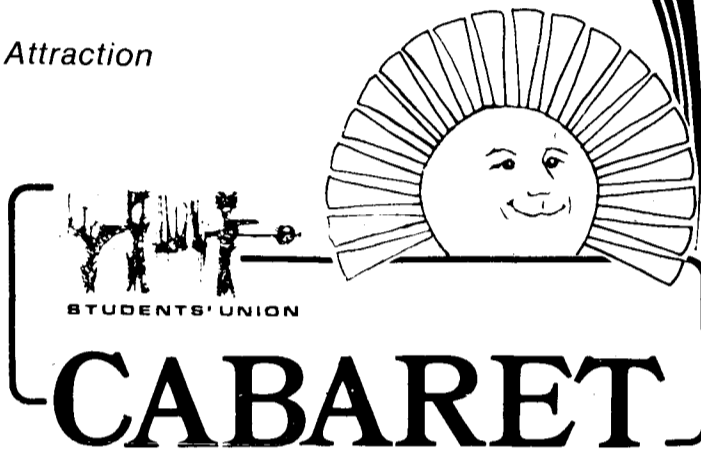
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Colts
going with the beer.

Rough Cuts

by Diane Young

Three days after I started work as a cocktail waitress, someone ordered a bottle of Heineken. Four choices confronted me at the till: FOOD, LIQUOR, BEER AND WINE. I punched it under BEER. Happily surrendering the ticket to the bartender, I became a bit disconcerted when he didn't move. Instead, he ground out "Wine. Heineken is imported, so it's under wine." Turning around, he favoured the guys ringing his counter with the verdict.

"She goes to University." They all nodded and chuckled, spinning their glasses in little wet rings on the bar.

Although I tried to keep any traces of rancour from creeping into that little story, I didn't succeed. For one thing, I probably had been told how to allocate a Heineken, but I'd only been working for three days. Secondly, job applications are supposed to be confidential, and I certainly never went up to a table and chirped "Hi. I'm Diane. I go to University." In fact, I tried to keep it a dark secret. When people asked what I did during the day, I just laughed lightly, and said "Not much."

It's all so predictable, and it's a problem a lot of you have probably encountered. A friend of mine, visiting her home for a special dinner, mentioned something about Joe Clark to her fervently Conservative parents.

"Oh Ann," her mother retorted, "just because you've taken four years of psychology doesn't mean you know everything."

Ann sighed. "Sociology, mother. I took sociology."

But it's all the same thing, isn't it? The University is associated with stereotypes: All professors are absent-minded, impractical, and unable to change a lightbulb; all university students are on a four-year holiday. We all think we know everything, and none of us have ever-really-worked a day in our lives.

Like all stereotypes, these have some truth to them. Some professors do meander vaguely through life; some students do holiday here. We recognize, every time that idiot in the second row thrusts his sweaty little paw into the air, that some people do think they know it all. Granted.

The problem is that while we may know the other side of the situation, the-people-across-the-river don't. Right now there is more hostility towards this place than there has been in years, and we aren't doing a thing to help.

This university, any university, is part of the society from which it has grown. We are not separate, yet we have separated ourselves. The most commonly held idea of education, that we are here to learn a great many irrelevant and impractical facts, which we can safely forget very easily after the final exam, is partially responsible.

People are beginning to get the right idea when, (usually as freshmen) they shriek, "Who cares if Milton thought God was Right?" An incompletely educated (and all too prevalent) professor will predictably respond that anyone who doesn't know this is an uncultured imbecile. Unfortunately, this professor is even less well off than his student. Not only has he stopped asking the right questions, but he has confused being educated with knowing a lot of facts.

Frankly, knowing Milton thought God was Right doesn't mean very much. If the student's learning stops there, he has wasted his chance at an education. What is important is to understand the aspects of a society capable of producing this thought.

Fine, but it doesn't stop there, either. The next, and most important step, is to compare Milton's world with our world. Looking at the questions previous societies considered essential, and comparing them to the questions ours considers important, is the process that creates a truly educated person.

If we consider our learning to be finished at the half-way point, we deserve to be judged irrelevant, unimportant, and ill-educated.